

EDUCAÇÃO AMBIENTAL E PROGRAMAS DE INTERVENÇÃO PSICO-AMBIENTAL

Ask a Scientist: using place-based mobile learning to promote adolescents' interest in nature

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Abstract: Questioning can be an important instrument to promote students' interest in nature. In this study, based on questions from local adolescents about nature, we designed mobile learning materials focused on local nature-rich environments in the form of podcast episodes and tested them, in a quasi-experimental design, with a new group of adolescents to assess their efficacy in promoting participants' curiosity about nature. Contributions of this study include insights for future research on technological nature and adolescents' interaction with nature and educational developments related to place-based learning for nature conservation.

Children's and teenagers' interests play an important role in their learning and developmental processes, and questioning is a good way to promote their curiosity, critical and creative thinking, and problem-solving capacities. Furthermore, we see that adolescents are more and more distant from natural environments and closer to technology which leads to diminished direct contact with nature. Based on previous studies from the Field Guide research project (<https://field-guide.info/pt/field-guide-pt-3/>), we developed mobile learning materials, in the form of podcast episodes, based on the local natural context and local adolescents' questions about nature. Afterward, a quasi-experimental study with 72 adolescents from Terceira Island, Azores was designed to test these materials in direct contact with nature to assess their efficacy in promoting participants' curiosity about nature. Results from this study are currently being analyzed to answer the following research question: Can mobile interactive inquiry-based learning materials promote adolescents' interest in nature? We hypothesize that, when applied in direct contact with nature-rich environments, these mobile learning materials have the potential to increase productive questioning by participants and, consequently, their curiosity about local natural environments. We discuss significant implications (1) for future research on the use of technology to bring adolescents closer to nature and promote their interest in nature and (2) for the development of educational strategies using place-based learning interventions to enhance students' connectedness to nature and awareness about the loss of biodiversity and the need for nature conservation.

Keywords: Inquiry-based learning; Exposure to nature; Nature conservation; Environmental education.

**Programa de Extensão Vida no Campus: Há 25 Anos Semeando Ambientes Restauradores
no Campus do Gragoatá, na Universidade Federal Fluminense, Niterói/RJ**

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Abstract: Recent research on Restorative Environments reveals the psychophysiological recovery from stress and the restoration of attention in people, in contact with green areas and nature. With Education and Environmental Psychology as a theoretical framework, the Extension Program Life on Campus of the Fluminense Federal University (Institute of Psychology) has socio-human-environmental actions. The activities are aimed at the campus community and surrounding neighborhoods. Although the concept of restorative environments is recent, since 1997 we have aimed to sow pro-environmental ideas, promoting contact and care with the Campus' green areas.